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ABSTRACT

The 1971-76 National Education System Plan to modernize education in Nepal and the 1975-1980 Fifth Plan of His Majesty's Government, emphasizing vocational education to meet the country's technical manpower needs, are attempts to make education relevant to the needs and aspirations of Nepal by linking education with productive enterprise and egalitarian principles. Resulting reorganized school programs include: work programs integral to school curricula; character-building pre-vocational training (currently in fifteen subjects) integrated with general education; and an obligatory work period prior to higher levels of education. An "earning while learning" program and a plan to involve vocational education students in local development projects have been proposed. Little formal adult education exists but government agencies, cottage industries, private agencies, and national youth programs provide a small percentage of the out-of-school population with crafts, religion, agriculture, and literacy training. An equivalency program to give credit for prior learning and experience is planned for those reentering the educational system. Centering in the schools and youth organizations, several projects, including the Education for Rural Transformation Project and the Badikhel Drinking Water Project, have been successful in mobilizing communities towards rural development. (SB)

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COMBINING EDUCATION AND WORK

Experiences in Asia and Oceania

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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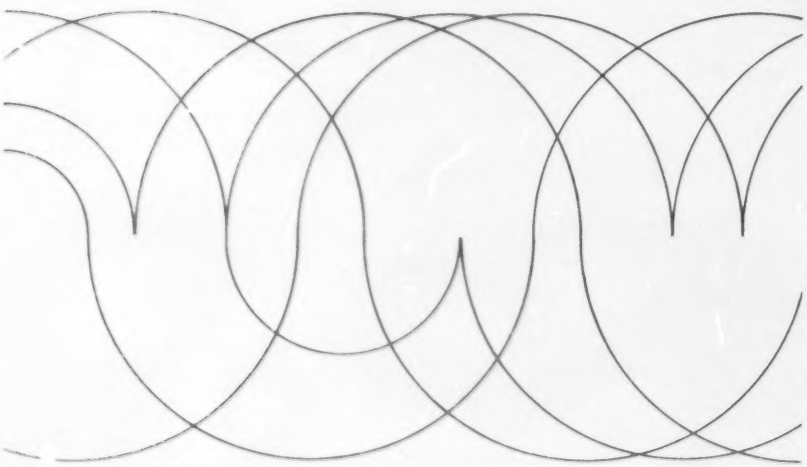

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Experiences in Asia and Oceania

Nepal

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PREFACE

Many countries in Asia and Oceania, as in other regions of the world, are engaged in reorienting their education systems. A basic concern underlying these efforts is to make education functional and relevant to the needs of the individual and of the society. It is increasingly felt that the education systems tend to get isolated from the larger social, cultural and development goals of the society. This isolation is engendered when the process of learning is separated from the context of action and work, and is nowhere as marked as in the failure of education to provide children and youth with an active comprehension of the world of work.

The response to the problem is reflected in a variety of programmes underway in several countries of Asia and Oceania. Considering the importance of the issue, the Fourth Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia and Oceania (24 July - 1 August 1978, Colombo) has "Interlinking of Education and Productive Work" as one of the major themes of the Conference.

The country studies presented in the present series were received in response to Unesco's request to the Member States. By the time of going to the press, studies from twelve countries were received and they comprise the present series being issued on the occasion of the Fourth Regional Conference. The assistance of Unesco National Commissions in these countries in having the studies prepared and of the organizations and scholars who have been responsible for them is gratefully acknowledged. These studies cover a wide spectrum of experiences, ranging from experimental projects to comprehensive, system-wide programmes, and detailed descriptions are offered of one or more projects in actual operation. It is hoped to add to the series as more country studies become available.

Opinions expressed in this publication are those of the author and do not necessarily represent the views of Unesco.

PART I

A. General Description and Policy Trends

The National Education System Plan 1971-76 is the latest and the strongest measure ever taken by His Majesty's Government of Nepal to transform "Nepal's archaic education tradition" into a modern system of education. This endeavour began in the wake of the democratic era during the early fifties. The period immediately after 1951 saw the opening of schools in large numbers. The absence of adequate planning, and the acute shortage of finance and facilities, resulted in a near chaotic system of education. Establishing schools became more of a fashion and even a show of power, in some places, by a handful of people with vested interests.

In order to put a stop to such a state of affairs and to provide a basis for a planned growth, His Majesty's Government took several measures. Different commissions and committees were appointed within a comparatively brief span of time. The proposals put forth by these bodies were carried out. While there were clear indications of definite improvements in the situation, these accomplishments, however, proved to be inadequate. Finally, under the leadership of His Majesty King Birendra Bir Bikram Shah Deva, while he was the Crown Prince, a task force was created with the purpose of developing a plan for education suited to the developing needs of the country. The final outcome of this venture was the formulation of the National Education System Plan 1971-76 (NESP). The Plan differs from all other previous plans in that it encompasses the total education system of the country and attempts to make education relevant to the "needs and aspirations of the country".

"The Plan" as the NESP states, "is primarily aimed at counteracting the elitist bias of the inherited system of education by linking it more effectively to productive enterprises and egalitarian principles"[1].

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1. Ministry of Education: *National Education System Plan 1971-76* Kathmandu: Ministry of Education, p. 1

The Fifth Plan of His Majesty's Government covering the period from 1975-80 lays emphasis on vocational education to meet the needs for technical manpower by providing adequate facilities in technical education, and relating curriculum in higher education with future employment opportunities.[2]

Against this backdrop, the following pages provide a brief account of education and productive work experiences of students both in school and out-of-school.

B. Reorienting School Programmes to Combine Education and Productive Work Experiences

1. Work programme in school (crafts, workshops, farms, etc.) as an integral part of the curriculum

The curricula as envisioned in the NESP for the primary, lower secondary, secondary schools and higher education, are clearly intended to relate what people learn at the school to the needs of their country, both at the local and national levels. The following are excerpts from the NESP which highlight the job-oriented features of the education system:

> "To supply trained manpower for national development...."
>
> "Vocational education will receive special emphasis with a view to meeting the needs of technical manpower for successful implementation of the National Plan."
>
> "Higher education will be correlated to job-orientated opportunities of the future."[3]

All vocational schools in the country have workshop facilities in the related fields, of course in modest forms, which enable students to actually produce materials like wooden furniture, simple clothing items, growing vegetables etc. Many schools in the rural areas have small farms.

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2. Manpower Subdivision, *Education Programmes in the Fifth Plan* (1975-80). Kathmandu: Planning Division, Ministry of Education.

3. Ministry of Education. *NESP*, p. 9.

Students are required to work in the farms. Their activities include tilling land, preparing seed beds, growing crops and plants. Some schools are known to provide assistance to the community e.g. vocational schools in Kathmandu and Patan districts[4] with specialization in electricity actually provide minor electric repairs and wiring. Similar work is being carried out by vocational schools in other parts of the country. At present such activities are more exceptions than the rule but nevertheless, are an indication of future trend that seem to be gradually catching up.

The Mid-term Evaluation Report[5] of the NESP has proposed a special emphasis on the work-programme activities:

> "Productive or service oriented projects will be carried out in both the vocational and general education. For implementing such projects there will be an arrangement for loans from the Nepal Industrial Development Corporation (NIDC), Department of Cottage Industry, Agriculture Bank".[6]

The Report further explains that these activities will be conducted on an experimental basis in the beginning. The purpose of these activities would be to make students self-reliant and encourage self-development by engaging them in productive work.

2. Earning while learning programme

No such programme exists at the moment except incidentally in a few vocational[7] schools where products are sold. The money goes to the school fund. However, the students also receive some portion of the production in kind.

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4. Juddhodaya Vocational High School and Machindra High School.

5. The Mid-term Evaluation Report was prepared by an appointed task force which conducted a thorough evaluation of the progress of the NESP.

6. Translation from the *Mid-term Evaluation*, Kathmandu: Ministry of Education 1976.

7. Vanasthali High School Kathmandu has a small poultry farm managed by the students. Students working in the project receive eggs as reward for their service.

Combining education and work

A proposal for earning while learning in the field of agriculture and poultry is being considered by the Centre for Educational Research, Innovation and Development (CERID).

The proposal envisages that it should be made compulsory for the students of eighth, ninth and tenth grades. The students will be divided into smaller groups ranging up to 10. Each group will be made responsible for a particular project, including its supervision, production and also maintaining an account of the expenditure and income. The management is assisted by a committee composed of the headmaster, the subject teacher and students. It has also been proposed that each school conducting this kind of project should be given a grant of Rs. 1,000.

The subject experts from the Curriculum Development Centre and supervisors from the Department of Education would jointly monitor such projects.

3. Pre-vocational education programme

The NESP[8] states that the "aim of this level (classes IV to VII) will be character-building by cultivating loyalty to the King and the Country and to initiate pre-vocational education."

This is further elaborated thus:[9]

a. At the lower secondary schools level, 10 per cent of the school hours is devoted to pre-vocational education. The objective is to inculcate love and respect for labour, and to initiate efforts at making education vocation-orientated and socially useful.

On the basis of the experiences gained through actual implementation of the programme, some modifications have been made. Instead of introducing the pre-vocational courses from the fourth grade this has been postponed until the seventh grade.

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8. Ministry of Education. *op. cit.*, p. 11.

9. Mohsin M. and Kasaju P. (ed), *On Education in Nepal*, Kathmandu: National Education Committee, 1974, p. 39.

The Fifth Five Year Plan which commenced in 1975, includes the following working statement:[10]

> "Lower secondary education facilities will be provided to 368,500 or 50% students of the total enrolled primary level students by the end of the Fifth Plan. New schools will be established as required and new teachers will be made available for the purpose. Attempts will be made to recruiting local craftsmen and experienced farmers to assist in teaching pre-vocational subjects. Special attention will be given as far as possible to relate pre-vocational activities to regional and local needs..."

4. Integration of technical and vocational training with general education

The NESP has introduced three streams of high schools -- General, Sanskrit and Vocational with a common base of primary and lower secondary school.

Vocational subjects are offered at all the different types of secondary schools. The main objective of this is to meet the manpower needs of the country. In general "emphasis will be given on the development of positive attitudes toward vocation, development of the dignity of labour and provision of actual experience in production and the inculcation of the habit of working... . Whereas the vocational schools will be better equipped with a view to produce pupils with ready employable skills."[11]

General education is provided to all streams of schools with a varying distribution of time for vocational courses. The time distribution is shown as follows:[12]

> "a. In the General and Sanskrit high schools 20 per cent of school hours is set aside for vocational courses with the objective of developing wholesome attitudes and skills necessary to enter the world of responsibility;

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10. Manpower Subdivision. *Education Programmes in the Fifth Plan (1975-80)* Kathmandu: Planning Division, Ministry of Education, 1977, p. 5.

11. Mid Term Evaluation Report, p. 11.

12. Mohsin and Kasaju (ed), *Ibid.*

b. In the vocational high schools 30 per cent p as an additional 10 per cent of school hours are geared to cultivate sufficient vocational skills and knowledge necessary to take up a profession as a skilled worker.

The NESP has prescribed 34 vocational subjects. These subjects are being introduced in the schools, gradually. Currently the following fifteen[13] subjects are being taught at the secondary schools:

1. Agriculture
   a) Agronomy
   b) Horticulture
   c) Poultry
   d) Animal husbandry
   e) Pisciculture
2. Industrial education
   a) Furniture making
   b) Brickwork and building construction
   c) General metalwork
   d) Cane and bamboo work
3. Commerce
   a) Secretarial science
   b) Accounting
   c) Office management
4. Home science
   a) Cutting and needlework
   b) Food technology
5. Education

The vocational subjects envisaged in the NESP are given below. More of these subjects are being offered on an expanded scale:

1. Agronomy
2. Animal husbandry and dairy farming
3. Horticulture
4. Poultry farming

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13. Sakya T.M. and Kasaju P. (ed). *Education and Development*. Kathmandu: CERID, p. 73.

5. Fishery
6. Tourism and hotel management
7. Handicraft and woodworks
8. Ceramics and pottery
9. Metalwork
10. Tailoring and knitting
11. Leatherwork
12. Masonry, brick manufacture and architecture
13. Forestry
14. Auto-mechanics
15. Bee-culture
16. Music and dance
17. Shorthand and typing
18. Painting and photography
19. Radio mechanics
20. Nursing
21. Health work
22. Printing and lithography
23. Electric wiring
24. Watch and clock repair
25. Plumbing
26. Furniture and upholstery
27. Industrial design and commercial art
28. Stationery making
29. Food technology and catering
30. Textile technology
31. Office management
32. Accounting
33. Cane and bamboo work
34. Mountaineering (in the mountain climbing regions only)

5. Community/social service programmes

The Mid-term Evaluation has proposed that provision should be made to engage vocational education students in the local development projects. Thus, the local development activities and the courses of vocational schools would be brought closer together and would develop a complementary relationship between the school and the community through providing useful services to the community.

Community and social programmes are carried out in various ways in the form of extracurricular[14] activities and scouting. Literacy, sewing, tree plantation, and family welfare activities are conducted in the surrounding communities.

The following is a list of sample projects which are outlined as possible areas for instruction. The types of projects which are included under different subjects and grades are given below:

List of suggested projects, subjects and grades (not including mathematics and Nepalese language)

	Project	Subject	Grade
1.	Making a tree nursery	Science Social education Social studies	IV,V,VI,VII,IX,X V VIII,IX,X
2.	Reforestation with tree seedlings or cuttings or bamboo	Science Social education Social studies	IV,V,VI,VII,IX,X V VIII,IX,X
3.	Carrying out a conservation and reforestation information and persuasion campaign	Science Social education Social studies	IV,V,VI,VII,IX,X V VIII,IX,X

14. The following are some examples of community/social project:

a) As a part of the project on Education for Rural Transformation conducted at Lahachok Village, the students of the lower secondary school renovated the drinking water system and carried out a village-wide sanitation campaign in early 1976 which is continued to date.

b) The Laboratory Vocational High School Students are engaged in providing basic knowledge and skill experiences for the people of nearby villages in accounting, clothing and literacy.

c) The St. Mary's Girls Scout Troop has taken up an aforestation project covering some areas of barren land.

	Project	Subject	Grade
4.	Halting erosion	Science	V,VI,VII,IX
		Social education	V
		Social studies	IX,X
5.	Promoting the construction and use of gobar gas plants	Science	V,VI,VII,VIII,IX,X
		Health education	IV,V,VIII
		Social education	V
		Social studies	IX,X
6.	Poultry keeping	Science	IV,V,VI,VII,VIII,IX,X
		Health education	IV,VII,VIII,X
7.	Rabbit keeping	Science	IV,V,VI,VII,VIII,IX,X
		Health education	IV,VII,VIII,X
8.	Fishfarming	Science	IV,V,VI,VII,IX,X
		Health education	IV,VII,VIII,X
		Social studies	X
9.	Fruit growing	Science	IV,V,VI,VII,IX,X
		Health education	IV,VII,VIII,X
		Social studies	X
10.	Vegetable growing	Science	IV,V,VI,VII,IX,X
		Health education	IV,VII,VIII,X
		Social studies	X
11.	Vegetable seed production	Science	IV,V,VI,VII,IX,X
		Health education	IV,VII,VIII,X
		Social studies	X
12.	Making and using compost	Science	V,VI,VII,VIII,IX,X
		Health education	IV,V,VII,VIII
		Social education	V
		Social studies	IX,X
13.	Preserving fruits and vegetables	Science	V,VI,VIII,IX,X
		Health education	IV,VII,VIII,X
		Social education	V
		Social studies	X
14.	Irrigation	Science	IV,V,VI,VII,IX,X
		Health education	IV,VIII
		Social education	V
		Social studies	VIII,IX,X

Project	Subject	Grade
15. Preliminary survey for a village water supply	Science	V,VI,VII,IX
	Health education	IV,V,VI,VII,VIII,X
	Social education	V
	Social studies	IX,X
16. Carrying out clean drinking water project	Science	VI,VIII,IX
	Health education	IV,V,VI,VII,VIII, IX,X
	Social studies	IX
17. Constructing a simple solar water heater	Science	IV,V,VI,VII,VIII, IX,X
	Health education	IV,V,VI,VII,VIII, IX,X
	Social education	V
	Social studies	IX,X
18. Constructing a solar water still	Science	IV,V,VI,VII,VIII, IX,X
	Health education	IV,V,VI,VII,VIII, IX,X
	Social education	V
	Social studies	IX,X

This is first of several pages of the projects booklet which, all together, contains more than 90 projects.

6. Obligatory period of work before a student is admitted to a higher level of education

Obligatory work is not a prerequisite for higher education. Any student can enter into higher education of his/her choice provided he/she fulfills the necessary academic conditions. However, at the University level, a student is required to serve for a period of one year before he/she seeks admission into the next higher level. This is applicable especially in technical education which includes medicine, agriculture, engineering and education.

At the Master level there is a year's compulsory service which the students have to render at the village level. A more detailed account of the work-study scheme has been given elsewhere in this paper.

C. Combining Education and Work for Out-of-School Population

1. The present status of non-formal education in Nepal[15]

If non-formal education is to be understood as a system of providing the information, the skills and attitudes which are required to meet the demands of modernization through approaches other than the formal education system, then it can be claimed that Nepal does have non-formal system of education in various forms and notes. Craft training, religious instruction, home-taught literacy are examples of some indigenous forms of non-formal education which have existed for some time. Technical skill training,[16] extension services relating to modern agricultural techniques, cooperative development training and Panchayat leadership training for preparing manpower to meet the problems emanating from the economic and political needs of the country, developing positive attitude towards family planning, conservation etc. are some examples of the newer type of non-formal education which have been added recently.

The agencies which are responsible for the non-formal education programmes can broadly be divided into three categories:

(i) Government agencies:

Mechanical Training Centre, Balaju;
Training Division of the Family Planning and Maternal Child Health Project;
Department of Hotel and Tourism Training Centre;
Panchayat Training Institute;
Department of Tourism;
Ministry of Communication;
Women's Affairs Training Centre; etc.
Nepal Women's Organization; etc.

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15. New Era. *Non-formal Education in Nepal*, Kathmandu: New Era 1974.

16. These skills include masonry, plumbing, electrical trades, pottery, shoe-making, cloth-making, housekeeping, front-desk and restaurant/bar personnel, secretarial and office skills, tourist guide, apprenticeship in printing, auto-mechanics, telecommunication etc.

(ii) Cottage industry:

Traditional Family Crafts;
Butwal Technical Institute;
Commercial Institutes; etc.

(iii) Private welfare and service agencies:

Rotary Club;
Leo Club;
Lion's Club;
Jaycees;
Scouting;
Religious Organizations; etc.

The media for non-formal education are part of the general framework for development in Nepal. The most commonly used media are demonstration, lecture, apprenticeship, radio, newspaper and reading materials, and in some cases motion picture.

Although these programmes cater to the out-of-school population comprising mostly adolescents and adults, yet the activities have touched only a small part of the entire population of the country. A survey of Non-Formal Education in Nepal has been conducted by the New Educational Reform Associates. The following summary of the recommendations coming out of the survey are of interest.

(i) Although the term "non-formal education" is not widely used in Nepal, there is clearly a great deal of non-formal educational activity already underway in Nepal.

(ii) New inputs in the non-formal education field, therefore, should be in the direction of supporting these existing non-formal education activities.

(iii) Efforts should now focus on (a) research and evaluation of what is already happening in non-formal education and (b) pilot testing of new non-formal educational techniques within the context of existing programmes.

(iv) Efforts are needed toward achieving a higher level of co-ordination of non-formal education efforts.

(v) Because of the wariness felt by many educators here regarding "new imported solutions", the sometimes extravagant rhetoric of non-formal education should remain muted; instead, the ways in which non-formal techniques can support the achievement of objectives should be stressed.

(vi) Because of the concern felt by some agencies over possible loss of control over their own education/extension activities, non-formal education efforts should be careful to maintain an identity distinct from (though not unco-ordinated with) the traditional formal educational system.

A good example of non-formal education in recent years is the Integrated Non-Formal Education Programmes sponsored by HMG, Ministry of Education, Nepal and World Education, USA and conducted by the Centre for Educational Research, Innovation and Development (CERID).

The purpose of the project is to train adults in the economic, social and political awareness areas with the ultimate purpose of promoting rural development. The project is non-formal in the sense that the process of developing curriculum deviates from the usually followed pattern. Here the learners' need and interests become the guiding factors in the formulation of the programme.

The project is of three-year duration and is being carried out both in urban and rural areas.

2. Utilizing people with skills acquired in their work as resources in educational programmes

The Fifth Five Year Plan of His Majesty's Government outlines the following as one of the objectives in the education sector:

"Added emphasis will be laid on vocational education so as to overcome the shortage of technical manpower."[17]

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17. Ministry of Education, Educational Programme in the Fifth Plan, p. 3.

It is estimated that by the end of the Fifth Five Year Plan, facilities will be provided for 368,500 students, and the secondary education facilities will be provided to 147,000 students which will require an additional 3,250 and 900 new teachers respectively for these two levels.

The fact that the pre-vocational subjects are taught at the lower secondary schools along with intended plan to recognize the vocational subjects "on the basis of the study of regional and local development programmes", requires teachers capable of teaching vocational subjects. Different types of crash programmes to train teachers in such skills are being organized by the Institute of Education and the Ministry of Education. However, experience has shown that the rate at which training of vocational teachers is taking place; it has not been able to cope with the demand. It has also been found that the vocational teachers produced by the Institute of Education are lacking in practical experiences related to the vocational subjects although attempts are being made to remedy the shortcoming by introducing added emphasis on actual work component while on training. In order to meet the present shortage of teachers in vocational areas and also to bridge the gap between theory and practice various plans are being made and one of them is to enlist the services of local craftsmen and farmers. It is stated in the Fifth Plan that, "attempts will be made to recruit local craftsmen and experienced farmers to assist in teaching pre-vocational subjects"[18] and that "assistance of local skilled craftsmen and farmers will be sought for successful conduction of vocational programmes".[19]

The Institute of Education has already developed a course in which the prospective teachers learn about methods of identification and enlisting of services of the local craftsmen and farmers as resource persons.

3. Equivalency programmes and re-entry into the educational system

The Public Service Commission and the concerned Ministries of His Majesty's Government have jointly set up

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18. Ibid, p. 5.

19. Ibid, p. 6.

conditions for the recognition of the skills and knowledge gained through non-formal education programmes to be applicable for some particular jobs. The private firms and agencies have their own criteria. But this has not helped to mitigate the problems of equivalency much to the dismay of those who have undergone different courses. The government is aware of the problem and has taken steps to set up a body to look into the matter. One of its jobs will be to work out some form of equivalency for specified jobs.

Facilities for re-entry into the educational system for further education has been a matter of consideration for some time but it has not taken a definite direction yet.

4. National youth programmes

The following are some of the youth programmes which are active in Nepal:

The National Development Service

The National Development Service (NDS) is an integral part of higher education in Nepal. Every student has to serve in a village for a period of one year before he receives the Masters Degree. The one year period of service is wedged in between the usual two year course. It means that the duration of the masters level study has been extended to three years.

The main objective of the NDS is to enable students to acquaint themselves with the realities of the less developed parts of the nation along with theoretical preparations that take place in the campuses. It also gives them an opportunity to participate actively in the nation-building programme during their student career. This study-scheme through which the university aims at working together with the community in the nation building job, has been very well accepted in the country.

The scheme has the following characteristics:

(i) It provides a worthwhile educational experience for those who participate in it.

(ii) It involves participants in practical activities that help meet the basic needs of the communities they serve.

(iii) It encourages and helps the educational system to continually adapt itself to the needs of the society.

During their stay in the villages the NDS students have been found undertaking the following kinds of activities:

(i) Teaching

(ii) Helping schools to improve physical facilities and the environment

(iii) Contributing towards creative activities in the village, e.g.

- Establishing village libraries or constructing review rooms where activities and progress of different projects in the village are shown
- Participating in cultural activities and quiz contests
- Participating in games and sports, physical training and/or scouting
- Undertaking adult literacy work
- Undertaking aforestation
- Assisting agriculture extension services
- Assisting health education and sanitation activities
- Assisting family welfare activities
- Assisting construction work
- Participating in general reform activities

Nepal Youth Organization

The Nepal Youth Organization is a constitutional organization for the youth of Nepal. By definition, the organization is meant for the population ranging from age 18-40 years. The main purpose of the organization is to coordinate the youth power of the nation. It aims at helping the youth to recognize their important status as responsible citizens, to safeguard their interests, and to contribute towards the development of the country. Youth forums, work camps and community service programmes are being organized by the Nepal Youth Organization.

The Nepal scouts

The Scout Movement is a national organization which caters to the pre-adolescent and adolescent population of the country. However these groups also come from the school population (from lower secondary and secondary schools).

One of the significant changes in the emphasis of scouring of to-day is its emphasis on community development activities. It is a growing organization and its contribution is being realized more and more.

Other national youth service programmes

The Four H-club and the Junior Red Cross are some of the organizations which are also active in the service programmes. The Four H-club is a rural orientated youth programme. The emphasis is on developing active farmers. The Junior Red Cross societies are active in both rural and urban areas.

PART II

A. Name of the Project - Education for Rural Transformation

Sponsor - The National Education Committee

1. Objective

The purpose of the project was an integrated approach to change the "attitude, behaviour and the educational and economic condition by launching various formal and non-formal educational programmes for children and adults of varying age levels". For specificity and clarity the objectives were stated thus:

a. To carry out an integrated development-oriented educational programme that fits in with the socio-economic and development needs of micro-communities.

b. To assist in the development of educational and vocational programmes which have potential relevance to the community being served.

c. To mobilize the local people, with the school playing the central role, in developing education-oriented programmes whereby the members of the community can participate in and benefit from the total programme of rural development as their common goal.

d. To develop attitudes and skills among the people to use local resources like bamboo, straw, etc. to the best possible extent and utilize community facilities and establishments as pivots of teaching-learning experiences.

e. To innovate alternative and effective methods for the upgrading of teachers, supervisors and other personnel involved in the management of teaching-learning experiences.

2. Content and activities

There are six different areas which the project has covered:

a. Teacher's Skill Development - The aim was to provide practical skills of classroom teaching and of using local materials.

b. Health Education and Services - The aim of this phase was to acquaint the people with simple rules of health and hygiene and precautionary measures against the common diseases. Another significant facet of this phase was the establishment of a modest health clinic at the school with local support.

c. Functional Literacy Programme for Women - Women of 14 to 40 years of age were taught the basics of the three R's and skills in knitting, sewing and weaving.

d. Literacy and Skill Development Programme for Unschooled Children - The aim of this part of the project was to provide some form of literacy and training in saleable skill eg. bamboo work since bamboo is plentiful. The timing and duration of the training periods were changed to suit the local condition of these children.

e. Community Services - The school and community joined together in activities which were useful and necessary to the need of the village eg. sanitation and cleanliness, repair of school building, construction of children's park etc.

f. Non-formal Agriculture for Adults - The purpose of this was to help the local farmers in the techniques of rotation of crops and using better methods of farming, staying there for from 10 to 20 days at a time.

3. Extent of population covered

The project covered a total population of 2,722 including 1,360 females, 1,362 males, and 864 children both in-school and out-of-school.

4. Organization and cost

The Research Division of the National Education Committee (now CERID) is the operating agency. It has served as a co-ordinating body and sought cooperation from different agencies like the Institute of Education Curriculum Development Centre, the Office of the Regional Director of Education, Agriculture and Health Departments. The entire project was conducted phasewise. Experts from the different agencies visited the village and actually stayed there from 10 to 20 days.

5. Results achieved and evaluation

In the absence of a proper evaluation which is yet to be conducted not much can be said at the present. If

improved school buildings and classroom facilities or improved bridle paths can be taken as indicators of success then there is every reason to believe that the project has contributed something.

Preparations are being made for making periodic evaluation. It is expected that the evaluation will provide information on the degree of success and necessary feedback for modifications of future plans for similar projects.

B. Name of the Project - New Approaches to Adult Education

Project operating agency - CERID, National Education Committee

1. Objective

The aim of the project is to improve the quality of life through education. The programme package consists of the 3 R'S as related to their daily life like health and agriculture. It also aims at bringing about changes in the attitude and behaviour of the people.

2. Content and activities

In the first year the programme will consist of two categories:

a. Multi-Message Programme - This programme focuses on various aspects of rural development.

b. Uni-Message Programme - This programme will focus on one area as one message e.g. agriculture, health and panchayat will comprise one message area each.

There are two modes of programme development:

1. On-the-spot programme formation, and
2. General programme formation.

The former approach will consist of problem identification and need analysis of the villagers by an interdisciplinary team representing health, agriculture, and education. On the basis of this study programmes will be developed. The activities and sessions will be conducted at the locations directly linked up with the problems.

The second approach, on the other hand, will design a general content framework and textbooks on the basis of past experiences in functional adult literacy.

A pilot project is being conducted at Bhaktapur. Eight teachers have been given training in formal and non-formal education for nine days. Katunje and Dadhichok, two villages, have been selected for the project. Four teachers have been deployed in the villages. The teachers get an extra hundred rupees as honorarium. This experiment will last for six months in which twelve hours are devoted per week.

On the basis of the findings of the project, modifications will be made and implemented accordingly in eight other districts -- Pasa, Sirka, Rupandehi, Illam, Banke, Kaski, Jumla and Sindhupalchok.

3. Organization and cost

The project is financed by the Ministry of Education, His Majesty's Government and is undertaken by the Centre for Educational Research, Innovation and Development (CERID).

C. Name of the Project - Badikhel Drinking Water Project

Operating Agency - The Nepal Scouts/The local community

1. Objective

The objective of the project was to supply drinking water to the people of Badhikhel village in the district of Patan.

2. Content and activities

The project called for a detailed planning, and collection of resources like water pipe, cement, management of labour etc. The Nepal Scouts formed a committee with scout masters and the local people. The job of the committee was to prepare a detailed plan. Some former scouts now serving as engineers gave their voluntary services. UNICEF provided polythene pipe, while the scouts from different schools and the local people provided the labour especially in digging the trench for the pipe.

About ten young people were given training in plumbing etc. The construction of a reservoir and a crude type of filteration were done by skilled persons on hire.

3. Organization and cost

The Nepal Scout Movement was the initiator while the local people and the scouts took part. The project began with the promise of a financial help of US$1,000. But now, if the cost of the polythene pipes, plus the professional and skilled labour and the contribution of scouts and the local people are added, the total cost comes to more than US$10,000.

4. Results expected

This project will supply drinking water to 2,000 people of Badikhel village.

5. Evaluation

An evaluation of the project is still pending. But it has shown the possibility of what can be done in a village if some kind of leadership is provided at that level. It also showed that the scouts who are primarily school students can contribute towards specific development projects.

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